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17. ABSTRACT (MAX. 250 WORDS)

Included are bibliographic compilations. A bibliography of preschool programs lists resource material that can be used in developing such programs. There are 21 entries.

A selected bibliography of preschool programs lists materials pertaining to social factors related to learning. There are 58 entries.

A bibliography of education for young children lists selected references that represent developments in educational programs from nursery school through primary grades. Books, pamphlets, portfolios, bulletins, periodical selections, curriculum guides, handbooks for parents, films, and slides are included. Additional sources for research materials are the Review of Educational Research, The Education Index, Child Development Monographs, Readers' Guide to Periodical Literature, Encyclopedia of Education Research -- 1960, and Index to American Doctoral Dissertations -- 1961.

Dates of entries range from 1945 to 1963. Most entries are from the late 1950's and early 1960's.

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Time - July 10, 1964
Teaching - Montessiri in the Slums

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News Article
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Harper's Magazine, May 1964
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PRE SCHOOL PROGRAMS

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ELEMENTARY SCHOOLS SECTION

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EDUCATION FOR YOUNG CHILDREN

The education of young children is the subject of increasing professional and lay interest. It is in the home that children's education begins. However, more parents and educators are realizing that appropriately organized experiences provided in good nursery schools and kindergartens promote children's learning and development more fully than otherwise would be possible. These years coordinated with those of the primary grades or years are crucial in their importance since they are the foundation for the child's education.

The professional literature and research are increasingly bringing knowledge and insight to bear on: (1) The why of education for young children, (2) the developmental growth and needs of children in our society, (3) the nature of the curriculum, (4) the how of providing for the continuous progress and growth of children through the preprimary and primary years, (5) the role of the professionally prepared teacher in guidance and teaching, (6) the optimum environment and materials for fostering learning and development, and (7) the involvement of parents and professional staff in the education of children.

This body of literature is extensive. Its quality is the result of the work of many perceptive teachers and other professional persons - school administrators, psychologists, anthropologists, biologists and others - who are involved in the early years of children's education. The selected references listed on these pages represent developments in this field. They are presented alphabetically under (1) Books; (2) Pamphlets, portfolios, and bulletins; (3) Periodical selections; (4) Curriculum guides; (5) Handbooks for parents; and (6) Films and slides. These references include general information of the field but are focused largely on the educational program from nursery school through the primary grades.

Additional sources for research material are the Review of Educational Research, The Education Index, Child Development Monographs, Readers' Guide to Periodical Literature, Encyclopedia of Education Research - 1960, and Index to American Doctoral Dissertations - 1961.

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Describes children, parents and teachers living through actual experiences in a number of nursery school programs.

Berson, Minnie Perrin. Kindergarten: Your Child's Big Step. New York: E. P. Dutton and Co., Inc., 1959. 125 p.

Presents the meaning of the child's kindergarten experience to him and his parents. Answers such questions as: What happens in the kindergarten? How do home and school work together? What are desirable facilities and materials for the modern kindergarten? Discusses the relationship of children, parents and teachers in the kindergarten experience; and shows the worthwhileness and depth of a vital kindergarten program. Addressed to parents but also a book for professional educators.

Breckenridge, Marian E., and Murphy, Margaret Nesbitt. Rand, Sweeney and Vincent's Growth and Development of the Young Child. Philadelphia: W. B. Saunders Co., 1958. 548 p.

Stresses the value of focusing upon the whole child, with particular emphasis upon the complex processes involved in the progressive changes observed as a child grows and develops. A basic book in child development.

Brogan, Peggy, and Fox, Lorene K. Helping Children Read. New York: Holt, Rinehart and Winston, Inc., 1961. 330 p.

Important insights in the teaching of reading in line with what is known about the dynamics of the learning process. Research in individualized reading and related topics have been organized in readable form.

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Gives the developmental characteristics of children from ages five through eight and the corresponding programs for these years. Includes chapters on the curriculum areas; suggests ways of working with parents, criteria for good schools, needed equipment and materials. Useful bibliography.

Christianson, Helen M.; Rogers, Mary M.; and Ludlum, Blanche A. The Nursery School: Adventure in Living and Learning. Boston: Houghton Mifflin Co., 1961. 302 p.

A book for parents, teachers and college students. Presents the background of nursery education. Describes the nursery school program in action and relates it to the development of 2-, 3-, and 4-year-old children. Suggests play materials, equipment, and guides for observing and recording children's behavior. Each chapter includes a helpful bibliography.

Cohen, Dorothy H., and Stern, Virginia. Observing and Recording the Behavior of Young Children. New York: Bureau of Publications, Teachers College, Columbia University, 1958. 86 p.

Built to give help on the details of observing and recording the behavior of young children. Suggests numerous nursery school and kindergarten situations with the added advantage of supplying interpretations of the children's activities and responses, as related to concepts and principles in child development.

Foster, Josephine, and Headley, Neith E. Education in the Kindergarten. New York: American Book Co., 1959 (third edition). 499 p.

Stresses pacing education to the needs of the individual child and interrelating his learnings from firsthand experiences. A comprehensive treatment of the kindergarten program with specific attention to the environment and children's curriculum experiences. Extensive bibliography of books and teaching materials, including audiovisual.

Heffernan, Helen, and Todd, Vivian Edmiston. The Kindergarten Teacher. Boston: D. C. Heath and Co., 1960. 419 p.

Presents kindergarten experiences in the various areas in terms of sound education theory. Brings the teacher current pertinent findings in research about children and how to guide their learning in a form which she can use in her classroom and communicate to parents and professional colleagues. Includes attention to the environment, planning the day, and guiding the exceptional child.

Hildreth, Gertrude. Teaching Reading. New York: Henry Holt and Co., 1958. 612 p.

This text is intended for use in college courses in language arts and for graduate seminars, for teachers, and inservice teacher training workshops. The main questions concerning the best methods of teaching reading and other basic skills of literacy are presented with sufficient historical perspective for the reader to appreciate the progress which has been made in this field.

Hymes, James L., Jr. Before the Child Reads. Evanston, Ill.:Row, Peterson and Co., 1958. 96 p.

The author stresses that "building" readiness is not necessary, but the teacher should capitalize on the readiness to learn that is and make the most of what children can do now.

_____. The Child Under Six. Washington, D.C.: Educational Services, 1961. 202 p.

A basic presentation written for a broad audience. Discusses such problems as discipline, rivalry, temper tantrums, fears, and sex. Traces child development from birth to age six. Each chapter concludes with annotated references and a problem situation to be considered.

Imhoff, Myrtle M. Early Elementary Education. New York: Appleton-Century-Crofts, Inc., 1959. 371 p.

Planned especially for undergraduate students and teachers in early elementary education; designed to give them the understanding necessary to work effectively in the field. In addition to child development and curriculum, attention is given to historical developments in this country, status abroad, and administrative organizations of early elementary education. Extensive bibliography, including audiovisual aids.

Jersild, Arthur T. Child Psychology. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1960 (fifth edition). 506 p.

While emphasizing the concept of self as an essential in the study of a child's development, the author gives attention to the interplay between the subjective and objective dimensions of a child's life, to parent-child relationships, and the interaction between the child's heredity and environment. Draws upon the research in child psychology and psychoanalysis.

Lambert, Hazel M. Early Childhood Education. Boston: Allyn and Bacon, Inc., 1960. 438 p.

Provides material for teachers in the terms of classroom situations and brings together in one place some of the research as well as the methodology involved in teaching the primary school child. Discusses curriculum subjects in some detail, also evaluation, and working relationships with parents. Appendix on teaching resources.

_____. Teaching the Kindergarten Child. New York: Harcourt, Brace and Co., 1958. 339 p.

Presents the kind of environment and day's program that facilitate all aspects of learning. The discussion problems following each chapter are intended to stimu-

late thought and highlight the practical applications of the text. Contains chapters on experiences in various curriculum areas; includes suggestions for working with exceptional children.

Landreth, Catherine. The Psychology of Early Childhood. New York: Alfred A. Knopf, 1958. 412 p.

With a background of a long term of experience as director of the nursery school at the University of California, the author has drawn from her own experience with children and parents. She treats child psychology as a field that is not yet fully structured and integrated, and includes areas of exploration as well as areas of systematic research.

Langford, Louise. Guidance of the Young Child. New York: John Wiley and Sons, Inc., 1959. 349 p.

Designed to help adults to learn about how children develop and to recognize signs of progress toward maturity; to gain insight in understanding how children feel about themselves, other people, and their experiences; and to develop a philosophy of child guidance that will permit children to develop their individual potentialities and, also, to learn the controls that will be necessary in their future living.

Leavitt, Jerome E., ed. Nursery Kindergarten Education. New York: McGraw-Hill Book Co., Inc., 1958. 365 p.

Considers the total program of nursery school and kindergarten education in this country and abroad, and also special planning for slow and gifted children. The chapters are written by a number of authorities in this field. A basic and comprehensive book for students and professional workers. Helpful lists of materials and bibliography.

Logan, Lillian M. Teaching the Young Child: Methods of Preschool and Primary Education. Boston: Houghton Mifflin Co., 1960. 449 p.

Discusses nursery school through the primary grades in four parts: (1) Early Childhood Education, (2) Developing and Evaluating the Program, (3) Curriculum Areas, and (4) Problems We Face. Reviews early childhood education in showing the design of today's basic structure and the influence of pioneer thinkers. Research findings are utilized; and the text is replete with illustrative material covering many phases of early childhood years and the educational program.

Lowenfeld, Viktor. Creative and Mental Growth. New York: The Macmillan Co., 1957 (third edition). 541 p.

This edition has grown out of the author's extensive work and his desire to include in the book new knowledge and the result of experiments, and to apply them to teaching. He stresses the necessity of a positive approach to art which clearly delineates the specific contribution of art education to creative and mental growth.

Marvel, Lorene M. Music Resource Guide for Primary Grades. Minneapolis, Minn.: Schmitt, Hall, and McCreary, 1961. 272 p.

Suggests many specific kinds of experiences. Based on idea of music participation as the way of developing appreciation, understanding and skill.

Moore, Eleanora Haegele. Fives at School. New York: G. P. Putnam's Sons, 1959. 333 p.

Points out the many influences that affect a child's development and his learning, with particular emphasis on those which might be labeled psychological and sociological. The objectives of education for all young children in America and school programs to realize these goals are discussed in relation to these influences.

Moore, Sallie B., and Richards, Phyllis L. Teaching in the Nursery School. New York: Harper and Brothers, 1959. 534 p.

Directed particularly to prospective teachers of young children in helping them to be creative and effective; to plan adequately for a good environment; and to work cooperatively with all others involved in the guidance and welfare of nursery school children. Includes attention to conferences with parents, to home and community relationships, and to desirable professional opportunities for teachers.

Morrison, Ida E., and Perry, Ida F. Kindergarten-Primary Education - Teaching Procedures. New York: The Ronald Press Co., 1961. 577 p.

Written for students preparing to teach children between five and nine years of age but helpful to experienced teachers. Suggests procedures for teaching groups of children in the different curriculum areas. The last chapter, devoted to parent-teacher relationships, interprets the responsibilities of both parents and teachers in assisting the child in his adjustment to school.

Moustakas, Clark E., and Berson, Minnie Perrin. The Young Child in School. New York: Whiteside, Inc., and William Morrow and Co., 1956. 256 p.

The authors give their thinking, values, and beliefs about the education of young children which have evolved from their professional experiences. Besides, they include data from a nationwide survey of nursery schools and day care centers, survey the research literature, and summarize the direction of early childhood education.

National Education Association. Department of Elementary School Principals. Those First School Years. Washington, D.C.: The Department, 1960. 254 p.

Represents the cooperative efforts of a number of experts in the field of education, and is designed especially to help elementary school principals meet their responsibilities for the school program at the primary level - kindergarten through grade three.

Rambusch, Nancy McCormick. Learning How To Learn - An American Approach to Montessori. Baltimore, Md: Helicon Press, 1962. 180 p.

The author presents the need of the child for total development according to the theories and teachings of Maria Montessori. Stresses the environment and Montessori type materials and their function; the role of the teacher and the nature of children's experiences in the Montessori approach. Emphasizes self-mastery through the exercise of liberty and of structured activity - not imaginative and constructive in character. Contains a bibliography covering the period 1909-1961.

Read, Katherine H. The Nursery School - A Human Relationships Laboratory. Philadelphia: W. B. Saunders Co., 1960. 33 p.

This book is especially directed to college students using the nursery school as a laboratory for learning about human behavior. Presents all phases of the nursery school program including: (1) Getting Acquainted With the Laboratory (nursery school), (2) Exploring Areas of Common Experience, (3) Understanding Feelings, (4) Observing Individual Growth and Guiding It, and (5) Values of Nursery School Education for Parents.

Reeves, Katherine. Children - Their Ways and Wants. Darien, Conn.: The Educational Publishing Corp., 1959. 192 p.

Tells what learning is and where and how it begins. Reveals insight into children's behavior, showing why one must rebel, another tease, and others behave in other ways. Presents the needs of children for relationships and learning experiences. A book focused on the growth needs and guidance of young children.

Schramm, Wilbur. Television in the Lives of Our Children. Stanford, Calif.: Stanford University Press, 1961. 320 p.

A thoughtful examination of the influence of the mass media on children.

Sheehy, Emma D. Children Discover Music and Dance: A Guide for Parents and Teachers. New York: Henry Holt and Co., Inc., 1959. 282 p.

Suggests many possibilities for children and teachers to become acquainted with music and dance. Includes a variety of classroom illustrations of experiences, also sources of materials.

Strang, Ruth. An Introduction to Child Study. New York: The Macmillan Co., 1959. (Fourth edition). 543 p.

In this edition emphasis is placed on the dynamics of children's behavior, how children learn, the environmental influences, and suggestions for child study. Shows developmental growth from infancy through late childhood with implications for child guidance in home and school.

Wann, Kenneth D.; Dorn, Miriam Selchen; and Liddle, Elizabeth Ann. Fostering Intellectual Development in Young Children. New York: Bureau of Publications, Teachers College, Columbia University, 1962. 140 p.

The authors report on their research on young children's thinking and learning, and how children deal with information and skills in their task of ordering their world. Discusses the implications of their studies for appropriate experiences for 3-, 4-, and 5-year-old children.

Wills, Clarice Dechert, and Stegeman, William H. Living in the Kindergarten. Chicago: Follett Publishing Co., 1957. (Revised).

Accepting the kindergarten as an important and integral part of elementary education, this publication gives attention to the development of four facets: (1) the kindergarten child, (2) his curriculum, (3) parents, and (4) his teacher.

_____. Living in the Primary Grades. Chicago: Follett Publishing Co., 1956. (Reprinted 1959). 416 p.

A book offering assistance to teachers in basic theory and in practical suggestions. Deals with working with children in planning programs, teaching procedures, working with parents, and evaluation. Extensive lists and bibliography.

Pamphlets, Portfolios, and Bulletins

Association for Childhood Education International, 3615 Wisconsin Ave., NW., Washington 16, D.C.

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Guide to Children's Magazines, Newspapers, Experience Books. 1962. 8 p.
How Do Your Children Grow? 1959. 32 p.
How Good is Our Kindergarten? 1959. 36 p.
Kindergarten Teachers' Portfolio. 1951. 12 leaflets.
Literature With Children. 1961. 56 p.
More About Reading. 1951. 32 p.
Nursery School Portfolio. (Revised). 1961. 12 leaflets.
Primary School Portfolio. 1956. 12 leaflets.
Reading in the Kindergarten? 1962. 40 p.
Toward Effective Grouping. 1962. 56 p.
What Are Kindergartens For? 1959. 9 p.

Bank Street College of Education. Second Packet for Nursery School Teachers. New York: Bank Street College. Fifteen items, such as:

Language as as Art by Claudia Lewis
The Meaning of Creative Expression for the Child by Viktor Lowenfeld
How Can Nursery School Be Expected To Benefit and Play as a Growth Process, both by Barbara Biber

Burgess, Helen Steer. How To Choose a Nursery School. New York: Public Affairs Pamphlets, 1961. Pamphlet No. 310. 20 p.

A guide covering the school staff, the physical setup, the program and equipment, transportation, and cost. Includes a list of specifics as criteria.

Council of Chief State School Officers. Responsibilities of State Departments of Education for Nursery School and Kindergarten. Washington, D.C.: The Council, 1201 16th St., NW., 1961. 21 p.

A guide prepared to assist the departments of education in providing quality education for children in the beginning years. Gives status and purposes of nursery schools and kindergartens. Outlines responsibilities and services of State departments of education. Deals with definitions of terms, purposes of a State plan, State standards, and certification of teachers.

Fuller, Elizabeth M. Values in Early Childhood Education. Washington, D.C.: National Education Association, Department of Elementary-Kindergarten-Nursery Education, 1960. 72 p.

Presents reports of current research on values of early childhood education; the relation of kindergartens to later school achievement, to later adjustment in school, to general social adjustment, and to general intelligence; and other influences of early childhood education. Includes an extensive bibliography of research.

Gore, Lillian L. Curriculum Guides Dealing With Early Elementary Education: Kindergarten. Selected References, No. 11. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, February 1961. 18 p.

A report based on findings from a survey of 49 bulletins on kindergarten curriculum prepared since 1951 by local and State school systems.

Grant, Eva H., ed. Guiding Children as They Grow: Between One and Twenty. Chicago: National Congress of Parents and Teachers, 1959. 256 p.

A collection of articles on child development from the National Parent-Teacher, by contributors including Spock, Gesell, Gruenberg, Ilg, Wolf, and the Franks.

Haupt, Dorothy. Science Experiences for Nursery School Children. Chicago: National Association for Nursery Education, 155 East Ohio St., 1957. (Revised). 32 p.

Designed to open the way for experimentation in science so that the very young children may experience the joy of discovery.

Hawkins, Reginald R. Easy-To-Make Outdoor Play Equipment. New York: The Macmillan Co., 1957. 99 p.

Provides directions and suggestions for the construction of about 40 different kinds of play equipment for children. Every one is suitable for use outdoors, and many can be enjoyed indoors as well.

Heffernan, Helen, and Bursch, Charles. Curriculum and the Elementary School Plant. Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, 1958. 71 p.

Shows how cooperative planning may help provide facilities to fit the children and the program.

Hochman, Vivienne, and Greenwald, Mildred. Science Experiences in Early Childhood Education. New York: Bank Street College. N.D. 25 p.

Findings based on workshops employing a multi-method approach: afternoon courses in curriculum content, child development, teaching techniques; small group conferences on grade levels; individual conferences on problems peculiar to a teacher and her class; and work directly with the children in their classrooms on the part of the Bank Street consultant teachers.

National Association for Nursery Education, 155 East Ohio St., Chicago.

Benefits of a Good Nursery School. Leaflet.
Essentials of Nursery School Education. 1948. 32 p.
How Are the 5's Faring in your Town? Leaflet.
Nursery School Settings - Invitation to What? 1958. 15 p.
Questions and Answers About Nursery Schools. Leaflet. N.D.
Science Experiences in the Nursery School. 1957.
Water, Sand and Mud as Play Materials. 1959. 20 p.
What Does the Nursery School Teacher Teach? 1955. 36 p.
Why Have Nursery Schools? Leaflet. 1957.

National Education Association, Department of Elementary-Kindergarten-Nursery Education, Washington, D.C., 1962.

Packet III containing 9 titles related to kindergarten, such as: Values in Early Childhood Education, Foundation Learnings in the Kindergarten, and others.

Packet IV containing 11 titles related to social studies, such as: Directions in Elementary Education, Teaching Resources, and others.

Packet V containing 12 titles related to language arts, such as: Language Arts Can be Creative, Storytelling and the Teacher, and others.

_____, Elementary Instructional Service. The Future of the Two-Year Kindergarten Program. 1962. 5 p.

The seven studies cited uphold the belief that support for the two-year kindergarten program is justifiable, but that it has been arrived at more on "intuitive rather than scientific" evidence.

_____, Research Division. Kindergarten Practices, 1961. Research Monograph, 1962. April 1962. 36 p.

Based on a survey which shows the status of the kindergarten in the United States.

Stonton, Jessie, and Rudolph Marguerita. Planning a Nursery School Building. New York: Bank Street College of Education, 69 Bank Street, N.D. 6 p.

Gives suggestions for nursery school facilities to meet the needs of young children.

Taylor, James L.; Gore, Lillian L.; and Gabbard, Hazel F. Functional Schools for Young Children. U.S. Department of Health, Education, and Welfare, Office of Education. Washington, D.C.: U.S. Government Printing Office, 1961. 81 p. (OE-21006).

Designed to assist school administrators, supervisors, teachers, and laymen in planning functional school facilities for early elementary education, and to help the architect interpret the needs of young children and their school program in relation to space, arrangement, and facilities.

U.S. Department of Health, Education, and Welfare, Children's Bureau. Pogo Primer for Parents. Washington, D.C.: U.S. Government Printing Office, 1961. 40 p.

Offers guidelines for parents' guidance of children's television viewing.

_____. Your Child From One to Six. Washington, D.C.: Government Printing Office, 1962. 95 p.

Reflects the thinking of many child psychiatrists and psychologists, pediatricians, preschool and parent educators, nurses, orthopedists, specialists in nutrition, child development and safety on the subject of child development.

Periodical Selections

Allen, Gregory B., and Masling, Joseph M. "Evaluation of the Effects of Nursery School Training on Children in the Kindergarten, First and Second Grades." Journal of Educational Research. 51:285-96. December 1957.

The authors, using a sociometric test device on 32 first- and second-grade children with nursery school experience and 82 children without, found that the nursery school trained children were better liked and more respected by their peers.

Almy, Millie. "What Can Children Learn in Nursery School?" Journal of Nursery Education. 17:137-40. May 1962.

Discusses the basic ideas of subject matter, the child's ways of seeing things, and the teacher's responsibility for helping the child learn content appropriate to his experience and development.

Bain, Winifred. "With Life So Long, Why Shorten Childhood?" Childhood Education. September 1961. p 23-29.

Directed to teachers who are undergoing pressures to push children out of their childhood.

Bliss, Leora B. "Certification of Teachers in Nursery Schools and Day Care Centers." Childhood Education. 34:275-78. February 1958.

Reports a survey to determine what regulations exist in the various States regarding standards for nursery teachers. Indicates that, at the time the study was made, 13 of the States required a certificate for teachers in nursery schools.

Bonny, Merl E., and Nicholson, Ertie L. "Comparative Social Adjustments of Elementary School Pupils With and Without Preschool Training." Child Development. 29:125-33. March 1958.

Reports three studies which have been made to evaluate the extent to which nursery school and kindergarten experiences can be shown to make a difference in classroom social adjustments in subsequent elementary school grades. Includes a discussion of the findings as well as a review of related research.

Brody, Sylvia. "Theory and Research in Child Development. Implications for Nursery School Teachers." The Journal of Nursery Education. 14:3-13. Winter 1959.

Traces the direction in which psychological research has been moving in the past years and gives a few indications of how the understanding which has been gained so far may be directly useful to educators.

Burgess, Evangeline. "Standards for Teacher Education - A Challenge to NANE." The Journal of Nursery Education. 17:9-14. November 1961.

Presents status of nursery school directors and teachers on the basis of educational attainment. Discusses reasons for this attainment, the licensing of nursery schools, and college programs for professional preparation. Presents standards to be achieved. Includes a bibliography.

Caldwell, Lee W. "Alcove Workroom Developed in Three Patterns." The Nation's Schools. 62:63-65. September 1958.

Describes facilities with work space for a variety of separate activities, separated from the classroom but near enough to permit close teacher supervision.

Craig, Gerald S. "The Knowledge Explosion." Childhood Education. November 1962. p. 122-126.

Discusses how all children in their early years learn about their universe - their approach to making hypotheses and discoveries, and some of the fundamental learnings which children should acquire to be educated for living in today's world.

Durkin, Dolores. "Children Who Learn To Read at Home." The Elementary School Journal. 62:15-18. October 1961.

A longitudinal study of children who learned to read at home before entering first grade. This study was designed to consider (1) what accounts for preschool ability in reading and (2) the value of learning to read early.

_____. "Kindergarten and Reading." Elementary English. 39:274-276. March 1962.

Suggests no marked change from the usual pre-first grade programs but rather a planned effort in the direction of making use of children's experiences and materials accessible to them.

Emerson, Richard P. "The Nursery Teacher's Role." Journal of Nursery Education. 16:104-106. Numbers 3 and 4. 1960-61.

A discussion of the teacher's task consisting of many facets merged into one. Based on group seminars for the teachers and guidance councilors.

Enstrom, E. A. "After Manuscript Writing - When Shall We Begin Cursive?" Elementary School Journal. October 1960. p. 24-27.

Considers problem of when to introduce cursive writing. Discusses it in relation to children's written expression.

Gabbard, Hazel F. "Nation's Concern for Kindergartens." School Life. 41:10-12. May 1959.

Awareness of the advantages of school for the 5-year-old, even for the 4-year-old, is expressing itself in many ways - in public demand, in legislative support, and in the programs and platforms of national organizations.

Goodenough, Evelyn W. "The Education of Young Children: Another Look." The Journal of Teacher Education. 13:35-38. March 1962.

Indicates that more of the best in early childhood education will not be achieved by more rigidity, technology, or gadgets. Holds that skilled, sensitive teachers, well paid and valued for their work, are needed.

Heffernan, Helen. "The Educational Pot Is Boiling." The Journal of Nursery Education. 17:128-30. May 1962.

Discusses lack of public concern about the education of young children, what the nursery school provides, and the role of the teacher in interpreting the need for the nursery school.

_____. "Significance of Kindergarten Education." Childhood Education. 36:313-319. March 1960.

Discusses the real problems of early childhood education and suggests improvements in terms of the principles now firmly established about what constitutes a sound kindergarten program.

Jones, Betty. "A Study of Age Grouping in a Summer Nursery School Experience." The Journal of Nursery Education. 14:26-32. Winter 1959.

An account of two parallel nursery school groups set up for six weeks at Pacific Oaks Friends School, Pasadena, California, to study the effects of wide age grouping in comparison to a narrower age grouping. Emphasis was placed on what kinds of social relationships the child has had and what he learned in the six weeks' term.

Kohn, Martin. "The Importance of the Beginning: Kindergarten." The National Elementary Principal. 51:18-22. April 1962.

Stresses the fact that the beginning of school is (1) a transition from one developmental phase to the next at which time the child's personality is likely to be more fluid and open to new influences, and (2) the important beginning of a child's formal life in the community and that the child's effort toward mastery of this world and his efforts to be productive within it must be recognized as work.

Martin, William E. "An Armchair Assessment of Nursery Education." The Journal of Nursery Education. 16:90-96. No. 3 and 4, 1960-61.

Discusses these questions: Does nursery education put too much emphasis on the group and too little on the individual? Too much emphasis on adjustment and too little on achievement? Too much emphasis on behavior and too little on personality development?

Osburn, Keith. "Permissiveness Re-examined." Offspring: The Cooperative Nursery Magazine. Vol. III. No. 2. May 1962. p. 21-25. (Reprinted by permission from Childhood Education).

The author clarifies permissiveness as freedom with controls, with room for yes and no, but not strict authoritarian practice, sheer indulgence, or do-nothing course of action.

Stauffer, Russel G. "Breaking the Basal-Reader Lock Step." Elementary School Journal. February 1961. p. 269-76.

Describes how self-selection in reading can be used successfully with reading texts or in the total reading program.

Swenson, Esther. "Making Arithmetic Meaningful to Children." National Education Association Journal. April 1961. p. 43-44.

Discusses primary arithmetic from the standpoint of meaning to children.

Taylor, Katherine Whiteside. "Is Nursery School a Must?" National Parent Teacher. 54:24-26. October 1959.

Tells the advantages of nursery education. Lists criteria for judging a nursery school. States that a nursery school reinforces the home, does not take the place of home.

Trillingham, C. C. "The Administrator Views the Kindergarten." National Education Association Journal. 50:37-39. April 1961.

Discusses from the administrator's point of view the dimensions of a good kindergarten program; the kindergarten teacher and her role, and the challenge of establishing kindergartens as a part of all public school education.

Curriculum Guides

CALIFORNIA

State Department of Education, Sacramento. Kindergarten Education in California. 1960. 69 p. 25 cents.

Los Angeles City Schools. Kindergarten Guide. 1960. 99 p. $1.50.

San Diego Unified School District. Curriculum Guide: Kindergarten. 1961. 136 p. $2.50. Limited quantity.

COLORADO

State Department of Education, Denver. Kindergarten Guidebook. 1960. 170 p.

Jefferson County Public Schools, Lakewood. Kindergarten Instructional Guide. 1959-1960. 317 p.

CONNECTICUT

Greenwich Public Schools. Course of Study, Language Arts, Part I, K-3. 1960. $1.

GEORGIA

State Department of Education, Atlanta. Mathematics for Georgia Schools. K-12. 1961. 3 Vol.

ILLINOIS

University of Chicago, The Laboratory Schools, The Arithmetic - Mathematics Curriculum; Nursery School Through High School. 1961-1962. 98 p. Limited quantity.

INDIANA

School City of Elkhart. Teaching Art. K-3. 1961. 164 p. Limited quantity. $4.50.

IOWA

State Teacher's College, Cedar Falls. Strengthening Fundamental Skills With Instructional Games. 1959. 91 p. $1.

MAINE

State Department of Education, Augusta. A Guide to Learning in The Primary School. Curriculum Bulletin No. 18. 1958. 108 p. $1.25.

MARYLAND

Baltimore Public Schools. Living and Learning in Kindergarten. 1958. 120 p. $1.

State Department of Education, Baltimore. Music for Maryland Children. K-12. 1961. 220 p.

MICHIGAN

Kalamazoo Public Schools. Curriculum Notebook. All grades. 1960. 291 p. $5.

Lansing Public Schools. The Ungraded Primary Program. A Guide for Teachers of the Primary School. 1961. 30 p. $1.

MINNESOTA

Rochester Public Schools. Kindergarten Course of Study. 1958. 182 p. $4.

NEBRASKA

State Department of Education, Lincoln. Kindergarten Guide. 1960. 54 p.

NEW JERSEY

Board of Public Education, Paterson. The Kindergarten Program. Teacher's Guide. 1962. 43 p.

Trenton Public Schools. Social Studies, Grade One Through Six. 1961. 205 p. $2.

NEW YORK

Board of Education, City of New York. Early Childhood Education. K-2. 1959. 140 p. 75 cents.

State Education Department, Albany. Equipment for Children in Kindergarten. 1960. 75 p.

OHIO

Franklin County Public Schools, Columbus. A Kindergarten Guide. 1959. 68 p. $1.

PENNSYLVANIA

Board of Education, Philadelphia. Our Children in Kindergarten. 1960. 109 p. $1.47.

UTAH

Granite School District, Salt Lake City. What Shall We Teach? Grades 1-6. 1960. 435 p. $5.

VIRGINIA

Lynchburg Public Schools. A Guide for Kindergarten Teachers. 1960. 83 p. Quantity limited. $1.50

WASHINGTON

State Department of Education, Olympia. Curriculum Guide. Grades 1-3. 1957.

WISCONSIN

Sheboygan Public Schools. Primary Language Arts Instructional Guide. Grades 1-3. 1959. 158 p. $1.50.

Handbooks for Parents

ARIZONA

Phoenix Elementary Schools. Starting School in Phoenix One. 1960. 20 p. 25 cents.

CALIFORNIA

Little Lake City School District, Santa Fe Springs. Handbooks for Parents. Kindergarten 1961. 18 p. $1.25.

ILLINOIS

Community Consolidated School District No. 50, Elk Grove Village. Kindergarten Parent Handbook and Curriculum. 1960. 65 p. $2.

INDIANA

Hammond Public Schools. The Orientation Program and Parent-Teacher Conferences. 1959. 17 p.

KANSAS

Wichita Public Schools. Parent-Teacher Conferences. 1959. 49 p. $1.50.

LOUISIANA

Lake Charles City Public Schools. Is Your Child Starting to School? 1957. 11 p.

MARYLAND

Board of Education, Annapolis. The Door Opens. 1960. 36 p.

MICHIGAN

Board of Education, Grand Rapids. Your Child, Your School and You. 1957. 31 p. 35 cents.

MINNESOTA

Minneapolis Public Schools. Know Your Elementary Schools - A Handbook for Parents. 1958. 58 p. 50 cents.

NEW JERSEY

Wood-Ridge Elementary Schools. Handbook of Wood-Ridge Elementary Schools for Parents. 1959. 14 p.

NEW YORK

Board of Education, Buffalo. Off to a Good Start. 1960.

Schnectady Public Schools. Kindergarteners and Their Parents. 1961. 50 cents.

NORTH CAROLINA

Charlotte City Schools and Charlotte Health Department. Are You Preparing Your Child For School?

PENNSYLVANIA

Deep Run Valley Joint Schools, Blooming Glen. Dear Parents. (Parents' Handbook) 1959. 16 p. 50 cents.

SOUTH CAROLINA

School District of Greenville County. All Ready for School. Preschool. 1960. 12 p. 25 cents

TENNESSEE

Davidson County Schools, Nashville. Communicating With Parents. 1960. 34 p.

Virginia

Arlington County Schools, Arlington. Parents Guide to Reporting. Grades 1-6. 1958. 14 p. $1.25.

WISCONSIN

Oshkosh Public Schools. How Can I Help? K-2. 1961. 14 p. 50 cents.

Films and Slides
(Available on a rental or purchase basis)

Audio-Visual Center, Division of University Extension, Bloomington, Indiana.

Finger Painting.	33 Min.	(M.P.)

Brandon Films, Inc., 105 East 106th St., New York 29, New York.

The Steadfast Tin Soldier.	13 Min.	(M.P.)
A Child Went Forth.		

McGraw-Hill Book Co., Text Film Department, 330 West 42nd St., New York 18, New York.

Children's Play. 1956. (Child Development Series)	27 Min.	(F.S.)
Your Children's Play. 1952.	21 Min.	(M.P.)

Merrill-Palmer Institute of Human Development, 71 East Ferry Ave., Detroit, Michigan.

They Learn From Each Other.	29 Min.	(M.P.)

National Association for Nursery Education, 155 East Ohio St., Room 200, Chicago 11, Illinois.

Focus on Children. 1961.	26 Min.	(M.P.)
Little World. 1960.	20 Min.	

National Education Association, 1201 16th St., NW., Washington 6, D.C.

The Time of Their Lives. (Kindergarten) 1962.	28 Min.	(M.P.)
Your Child's Intelligence. 1961.	20 Min.	(F.S.)

New York University Film Library, 26 Washington Place, New York 3, New York.

Long Time To Grow. 1954. Part II Four-, and Five-Year-Olds. (Child Study Development of Vassar)	35 Min.	(M.P.)
This Is Robert.	80 Min.	(M.P.)
Play and Personality. 1962. (English Film)	45 Min.	(M.P.)

State University of Iowa, Bureau of Visual Instruction, Iowa City, Iowa.

Writing in The Second Grade.	(M.P.)
Kindergarten and Your Child.	

Teachers College, Columbia University, New York.

Individualizing Reading Instruction in The Classroom.	23 Min.	(M.P.)

University of Michigan, Ann Arbor, Michigan.

Telling Stories To Children.	27 Min.	(M.P.)
Helping Children To Discover Arithmetic.		

Other sources for films include:
Coronet Films, Coronet Building, Chicago 1, Illinois.
Encyclopedia Britannica Films, 1150 Wilmette Ave., Wilmette, Illinois.
Instructional Film Bureau, Inc., 57 East Jackson Blvd., Chicago, Illinois.
Ohio State University, University Press, Columbus, Ohio.
United World Films, 1445 Park Ave., New York 29, New York.

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